

PSP 2020

Evaluation report

IB World Schools Department

Programme Evaluation Report

School Name: Rangitoto College

School Code: 050863

School Address: Rangitoto College 564 East Coast Road, Mairangi Bay, Auckland 0630, NEW ZEALAND

IB Programme(s): Diploma Programme

Programme Coordinator: Catherine Brandt

Date: Friday 18 February 2022

Evaluation Team:

Diploma Programme:

Evaluation Leader: Peter McCombe

Programme Leader: Maryline Noye

School and Programme Leadership

Dear Mr. Patrick Gale,

Thank you for completing the programme evaluation self-study process. The International Baccalaureate (IB) recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme(s).

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

A. School Context

School Address

Rangitoto College
564 East Coast Road, Mairangi Bay, Auckland 0630, NEW ZEALAND

School & Community Description

Rangitoto College is a high performing state co-educational secondary school in Auckland, New Zealand. The school is located on the beautiful North Shore of the city and has panoramic views over the Hauraki Gulf towards the volcanic island of Rangitoto that the school name is drawn from. Founded in 1956 on a 23 hectare site, the school has modern, innovative facilities that provides its students and teachers with the latest in purpose built facilities that take advantage of latest technologies. Serving Years 9 to 13, Rangitoto has a school roll of 3233 as of March 2021, making it the largest school in New Zealand. It is a Decile 10 school in an high socio economic area that achieves excellent academic results in the IB and NZQA dual qualification pathways. The school community is very diverse, with many students attracted to the school from both in, and out of zone. The school prides itself on the great range of opportunities that it offers its community, with flourishing performing arts and sports programmes, alongside a wide range of clubs and service groups, adding to the rich curriculum on offer. Our IB Diploma programme is innovative and offers a wide range of subjects. As a large school we offer diversity of Language A and B options.

All school NZ European 40%, Chinese 21%, Korean 9%, Maori 9%, Other European 4%, Indian 3%, Other Cultures 14%

Year 12 IB Chinese 37%, NZ European 20%, other European 13%, Korean 6%, Maori 4%, African origins 4%, Vietnamese 4%, Japanese 4%, British/Irish 2%, Italian 2%

Year 13 IB Chinese 33%, NZ European 28%, Middle Eastern 11%, British/Irish 5%, Indian 6%, Korean 6%, Latin American 6%, Other SE Asian 6%

IB Staff nationalities at Rangitoto College

NZ European -41%

British - 34%

Chinese - 6%

Japanese - 3%

Korean - 3%

Swedish - 3%

IB Staff Languages spoken at Rangitoto College

English - 100%

Japanese - 3%

French - 3%

Swedish - 3%

Korean - 3%
Indonesian/Malay - 3%
Spanish - 6%
Chinese - 9%

B. Programme strengths

Purpose: Sharing an important mission

- Purpose (0101)
 - **Purpose 1:** The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)
 - The school's identity is shaped by the IB philosophy and programme implementation is guided by the principles of an IB education.
 - Strategic decisions regarding the culture and daily life of the school community are guided by the IB mission.
 - The school leadership shows a strong commitment to the IB philosophy and mission
 - The IB philosophy is reflected clearly in the school's mission and vision, and in the actions and support of the leadership team and staff.
 - The school mission, vision and strategy are closely aligned to the IB mission and philosophy
 - **Purpose 2:** The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners. (0101-02)
 - The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose, and engage in ongoing professional development that promotes student learning.
 - The school's commitment to the IB mission and philosophy is exemplified by its leadership in the IB national and global community.
 - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
 - The concepts of community, diversity, inclusion, and compassion (essential to nurturing inquiring, knowledgeable and caring young people) permeate and frame the work of all members in the school community. The school works with the main iwi (tribe) the Ngati Whatua i

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)

- **Leadership 1:** The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)
 - The school benefits from leadership that demonstrates a commitment to providing high-quality learning environments.
 - The school leadership team implements the programme with fidelity and integrity, ensuring decisions regarding programme implementation and development are informed by IB principles and practices, IB rules, regulations and requirements.
- **Leadership 4:** The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)
 - The school has demonstrated long-term sustainability of the programme through significant investment in both virtual and physical resources.
- **Leadership 5:** The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)
 - The school prioritizes and allocates resources that support student and teacher well-being.
- Student support (0202)
 - **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
 - The school’s facilities are well-maintained and support the school’s mission and students' learning.
 - The school provides resources that are sufficient to sustain the IB programme.
 - The school provides digital platforms that enable collaboration and inquiry. Examples of this include Instagram and Google Meet.
 - **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)
 - Decisions about resource allocation are informed by students’ needs and learning outcomes.
 - The school has a safe, healthy, nurturing environment that reflects the school’s purpose for learning and is characterized by respect for diversity, fairness and trust.
 - **Student support 3:** The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

- The school provides strategies to support students' well-being and optimize access to learning opportunities.
- **Student support 4:** The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)
 - The school provides extensive support for students and families making transitions into, and out of, the school and between programmes and learning stages. This support is provided in the form of advice, "Mauri ora" (Good health), counselling and information.
- **Student support 5:** The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)
 - The school leadership team engages, and encourages engagement, with the IB community, as demonstrated by the increase in IBEN educators in the school.
- Teacher support (0203)
 - **Teacher support 1:** The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)
 - The school ensures teachers use current IB resources and review their practice through a professional learning community structure and a range of opportunities for continuous professional development related to students' learning, individual teachers' needs and school-wide priorities.
 - **Teacher support 2:** The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)
 - The school has developed a comprehensive professional learning plan that supports individual teacher development, as well as meeting the needs of the programme. "Kahui Ako" is the name given to the Community of Learning.
 - **Teacher support 3:** The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)
 - The school prioritizes the needs of learning and teaching within the IB programme in organizing time and allocating resources. "Te Mahi Ngatahi" is the specific title of the PD work that the school does together.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)
 - **Culture 1:** The school secures access to an IB education for the broadest possible range of students. (0301-01)
 - The school's commitment to educational equity and access for students of all backgrounds and abilities is highly evident from the admissions and inclusion policy.
 - **Culture 2:** The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)
 - School policies and procedures are published and communicated to all members of the school community through the IB page on the school website.
 - **Culture 3:** The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)
 - The roles and responsibilities of stakeholder groups in the school community are clearly defined and articulated in policy, supporting a culture in which IB philosophy can thrive.
 - **Culture 4:** The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)
 - The roles and responsibilities of stakeholder groups in the school community, leadership, staff and parents are clearly defined and articulated in policy, supporting a culture in which IB philosophy can thrive.
 - **Culture 6:** The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)
 - Policies are revised regularly and collaboratively to ensure they remain consistent with the school's mission and support the school in achieving its vision and its strategic goals.

Learning: Ensuring effective education

- Designing a coherent curriculum (0401)

- **Coherent curriculum 1:** The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01)
 - The curriculum is broad, balanced and sequenced in a way to support students’ progression. It is guided by the mission of the school and the needs of the students.
 - The curriculum promotes the development of international-mindedness and the attributes as stated in the IB learner profile.
 - The curriculum is rigorous whilst supporting students’ academic, social, physical and emotional needs. It fosters the development of the attributes of the IB learner profile.
- **Coherent curriculum 2:** Teachers collaborate to design, plan and deliver the school’s IB programme(s). (0401-02)
 - The school has established a collaborative planning protocol to facilitate knowledge sharing and reflection.
- Students as lifelong learners (0402)
 - **Lifelong learners 1:** Students actively develop thinking, research, communication, social and self-management skills. (0402-01)
 - Students are actively involved in their own learning , as demonstrated by the examples of independent inquiry, self-reflection and peer evaluation shared.
 - **Lifelong learners 3:** Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)
 - The design of learning spaces and learning engagements reflects the school's strong emphasis and explicit focus on developing a culture that supports healthy relationships, shared responsibility, and effective collaboration.
 - **Lifelong learners 4:** Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)
 - Learning engagements enable students to develop the skills of making informed, reasoned and ethical judgments and taking principled action.
- Approaches to teaching (0403)
 - **Approaches to teaching 1:** Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)

- Learning both inside and beyond the classroom is conceptual, contextual and highly interactive. Learning engagements, teaching strategies and subject matter all confirm this to be a consistent teaching approach at the school.
- **Approaches to teaching 5:** Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
- The classroom environment and teaching strategies enable every student to pursue and meet their learning goals.
 - A wide range of media and information technology is used to enrich the quality of the students' learning.

C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, all requirements are in place.

D. Development of IB Standards

Purpose: Sharing an important mission	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Purpose (0101) Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	
Student support (0202) Learning environments in IB World Schools support student success.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	

Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
<p>Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.</p>	<p>DP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p>	
<p>Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.</p>	<p>DP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p>	
<p>Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.</p>	<p>DP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p>	
<p>Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.</p>	<p>DP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p>	

E. Feedback on the planning and analysis and reflection of programme development

Programme development strengths

Planning

- The school identified a clear focus and clear rationale for programme development based on their strategic plan.
- The school set an appropriately challenging goal that motivated the school community.

Evidencing and analysing

- The school showed a high level of commitment and resourcefulness in implementing their programme development plan.
- Effective strategies were devised to measure and monitor the impact of the plan.

Reflection

- The school showed insight in reflecting on the impact of the programme development efforts.
- The process showed clearly how programme development planning is an integral part of learning and teaching at the school.

Areas for consideration

Planning

- Ensuring that the focus continues to positively affect the student experience.

Evidencing and analysing

- Ensuring that evidence continues to be tied to student experience.

Reflection

- Ensuring that time is set aside to engage in meaningful reflection.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- Rangitoto College has worked with other New Zealand IB schools to lobby for the inclusion of Te Reo Māori as a language B option. The school is yet to achieve success in this area and hope that the IB will reconsider their position so that the school can enhance academic opportunity that recognises the bicultural nature of New Zealand, whilst promoting equitable outcomes for all students.
- The IB leaders in the school could disseminate IB information to all staff to upskill teachers not currently teaching the curriculum; this would ensure all conversations with prospective students are based on solid knowledge of the programme. Senior leaders in the school can also encourage a wider number of teaching staff across New Zealand and IB Diploma programmes to become EE supervisors.
- The school careers counselor would benefit from undertaking an IB PD course to upskill in this area. This would ensure accurate careers information is available for IB students, regarding university applications and future opportunities.
- Having authentic and meaningful interactions with the wider community, through industry, would be beneficial for students to develop their IB competencies. Also increasing the parents' involvement in the IB programme would be advantageous.
- The school must continue to upskill the learning support team, including the head of the department, to ensure all staff in this department understand the support and guidance required for IB students.
- New Zealand is largely a monolingual society, so intercultural communication can be challenging at times. Rangitoto College is multicultural, and is encouraged to continue working with the local community to embrace this diversity in the school.
- Students are learning how to self-manage, there is room for further development of the ATL. Research skills are also incredibly important in every curriculum area in IB, as such the teachers and students could utilise the librarians who are very learned in this area. Further development of guidance with reflection writing is needed as this is a specific skill that needs to be taught to students. This will allow more detailed and in-depth commentary in their CAS and TOK portfolios.
- Whilst students understand the learner profile, the nuance and detail in the profile attributes could be further developed to ensure all students understand this earlier in their IB Diploma programme. International mindedness is an aspect of the IB learner profile that needs more focus in some subject areas. Staff need to keep this front of mind in every lesson to ensure it underpins all their lessons.
- The IB learner profile could be more explicit in the community to ensure all cultures are included and celebrated.
- Students are not always able to write at a critical, analytical or sophisticated level as they begin their IB Diploma, the school is encouraged to continue developing additional support to build this aspect. EE Supervisors are not always IB teachers, the EE Coordinator is encouraged to reinforce the recently developed practices to bridge the gap between teaching approaches in the two curricula.

The Evaluation team has identified the following areas of the programme(s) for the school to consider for future or further development

Future or further development:

Environments / Student support (0202) / Student support 5:

- The school consider ways after the COVID-19 pandemic to re-engage with the local community to strengthen the implementation of the CAS programme.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 3:

- The school explores and considers ways to develop, implement and continuously review the transition from the pre IB curriculum to the DP curriculum.

Learning / Approaches to teaching (0403) / Approaches to teaching 2:

- The wider community should be actively involved in collaborating with the school on ideas that matter with students and teachers.

G. Conclusions of the Evaluation team

The school's inquisitive approach shows flexibility in their planning to ensure the most efficient actions along the way. This flexibility to change their approach to respect the needs of the community as a priority when the need arose, is notable. The school used the COVID-19 pandemic context in a constructive and innovation manner, drawing lessons regarding the use of technology, collaboration of teaching staff and teaching and learning strategies that will serve them well in the future.

H. Conclusion of the IB on the school status as an IB World School

The programme(s) shows close alignment with the IB Programme standards and practices (2020). The school's status as an IB World School is confirmed.

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, Steven Wishart (steven.wishart@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,

A handwritten signature in black ink, appearing to read "Adrian Kearney". The signature is fluid and cursive, with a prominent initial "A".

Adrian Kearney
Director, IB World Schools